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writer was fortunate enough to see some work which convinced her that at its best the recitation method and the English oral method are almost identical in effect. She declares that she "heard finer history teaching in more than one American institution than she ever heard in England."

The principle that education in America is in a more advanced stage of evolution than in England is nowhere more marked than in the field of home economics. In the two countries the movement has developed differently: In England it has affected chiefly the primary and technical schools; in America, chiefly the secondary schools and coeducational universities. In the application of art to the home the author finds ground for her statement that "America is rapidly becoming, so far as her women are concerned, an artistic nation."

As regards commercial education the author concludes that England has much to learn from us as to methods of teaching, organization of courses, and equipment; the most valuable lesson, however, is in the fact that this education is given, contrary to England's practice, to those who have already a good general education. The movement for industrial education she observed to be the most outstanding feature of our educational life.

In the concluding chapter the author gives a summary of what she regards as best in both systems: In England (1) the simple religious education in all types of public schools, (2) the greater freedom and variety in the schools, (3) the better administrative positions held by women, whether as heads of institutions or members of boards or committees; in America, (1) certain definite ways of action both as regards equipment and methods of organization, (2) certain excellences of spirit. America has brought about the liberalization both of elementary and technical education. In university education there is "a deep distinctive purpose which makes nations act that is much to the advantage of America." The author places the great superiority of our education in the intensity and force of our belief in education. "We have very fine educational machinery," she says, in speaking of her own country, "better in some ways than that of America; but we have neither the stream nor the current to drive it; we have to turn the cranks by hand, we educators, to generate the force, such as it is, ourselves."

Miss Burstall is a keen observer, who in a whirlwind trip quite worthy of the typical American abroad visited many schools in many cities, and has given to her English readers an interesting, discriminating account, most generous toward us, of what she saw and the lessons which she feels that her countrymen may learn from an observation of the excellences and defects of American schools.

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Economics: Briefer Course. By HENRY ROGERS SEAGER. New York: Henry Holt & Co., 1909. Pp. xii+476. \$1.75.

Through in part rewritten, the *Briefer Course* is in the main taken from the former and larger work, the *Introduction to Economics*. The chapters on economic history and on finance are wholly omitted. The preface states that the book is intended primarily for professional and technical schools. In view

of the fact that for most students in these schools the subject is limited to one course it is difficult to understand the principle of selection that gives two chapters (46 pages) to the labor question and yet attempts no treatment of the fundamentals of taxation. Questions of political and economic reform have often been, and will doubtless continue to be, questions of taxation. Should not even an elementary course in economics give instruction in the principles of so important a subject?

It is not true, as stated on p. 434, that Henry George gave the name "Single Tax" to his plan for the governmental appropriation of land rents. This seems to have been due to Thomas G. Shearman and to date from 1887, seven years after the publication of *Progress and Poverty* (See Henry George, Jr.'s *Life of Henry George*, p. 496 n.). Professor Seager is doubtless equally incorrect in saying that the validity of George's contention for the so-called "single tax" depends on the correctness of the "law which associates poverty with progress and increases want with advancing wealth."

No diagrams are given to illustrate total, surplus, and marginal utility. One wonders whether this omission was merely to save space, or whether it indicates a waning confidence in the value and validity of this method.

There is probably no better textbook for a guide in a short course in economics. Specially admirable are the discussions of monopolies, of the advantages and disadvantages of the corporation form of business, and of education as a factor in the efficiency of labor. The recognition of possession utility as co-ordinate with utilities of time, place, and form is not only logical but helpful in explaining the productive work of the exchanging class.

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Sexualethik und Sexualpädagogik. Eine neue Begründung alter Wahrheiten. Von FR. W. FOERSTER. Kempten und München: Jos. Kösel'sche Buchhandlung, 1909. Pp. 236.

In many schools visited recently in the countries bordering on Switzerland I found the work on moral education by Dr. Foerster (Privatdozent in the University of Zurich) accounted a valuable aid in improving school conditions and relations. This book was entitled *Jugendlehre; ein Buch für Eltern, Lehrer und Geistliche*. Later have appeared *Schule und Charakter: Beiträge zur Pädagogik des Gehorsams und zur Reform der Schuldisziplin; Christentum und Klassenkampf; Lebenskunde: ein Buch für Knaben und Mädchen; Lebensführung: ein Buch für junge Menschen*. The present volume ought not to be taken apart from the others, for the series gives expression to a system of social education through the right formation of individual character. The author is one of the ablest men at work upon the problem, and there is perhaps no other so complete statement of moral instruction.

Those who oppose the treatment of education with reference to sex as a thing apart welcome any method which shows a larger comprehension, whether this greater inclusion be from the standpoint of social relationships or of individual hygiene. German and French educational periodicals contain many articles